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ABSTRACT

The Commission on Instruction of the New York State Association of Two-Year Colleges sponsored a competition which solicited papers on exemplary practices and procedures that improve the spirit of vitality and morale in two-year colleges. This special journal issue includes the brief papers accepted for the competition. After Richard L. Rinehart's introduction, Judith Byman and others discuss methods adopted at Monroe Community College to deal with retrenchment and declining faculty morale. Next, Dennis Callas outlines five factors necessary for improving the process of instructional strategy selection. Then, Frances C. D'Amico and Roberta S. Rosenbaum present information on Queensborough Community College's (QCC's) faculty advisement program designed to increase student retention. After articles by Barbara Davis on Onondaga Community College's faculty colloquium series on topics of current interest and by Imgard F. Karle on QCC's faculty development program, Willard Keane outlines an organizational development approach to stress management among administrators. Next, Arthur S. Oblas discusses faculty strategies for overcoming student passivity and self-defeating games. After Mark Peel's description of Delhi College's professional development grants program, Sally Walters focuses on efforts of the College of the Finger Lakes to promote college services and integrate part-time faculty and students into the fabric of the school. Finally, Mark Peel discusses ways of dealing with faculty and administrator anxiety. (HB)

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Educational Dimensions

Edited by: Richard L. Rinehart

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JOURNAL OF PROFESSIONAL PAPERS

JC 820 215

SPECIAL ISSUE THREE

NEW YORK STATE ASSOCIATION OF TWO-YEAR COLLEGES

EDUCATIONAL DIMENSIONS

SPECIAL ISSUE - No. 3

**Professional Journal of
New York State Association of
Two-Year Colleges, Inc.**

COLLEGIAL ENVIRONMENT VITALITY

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EDUCATIONAL DIMENSIONS was developed as a publication in which all levels of professionals in the two-year colleges can share experiences and scholarly achievements.

PRESIDENT'S MESSAGE

I am pleased to present to you, in this Special Issue of Educational Dimensions, the fruition of the Commission on Instruction's efforts this year. Under the able leadership of Dr. Richard Rinehart, the Commission sponsored a competition, Collegiate Vitality. The entries that were submitted were of such high caliber that the Commission had difficulty selecting the winners. The Commission, therefore, recommended that they be shared with the entire membership.

The Executive Committee, when presented with this suggestion, voted to publish these papers in a special issue of Educational Dimensions. Because of skyrocketing editing and printing costs, our scholarly journal has become a biennial publication appearing in the odd-numbered years. This special 1982 edition is a bonus to our members. I hope you will find the articles enlightening and instructive with unique ideas that could be adapted to your institution.

Dolores F. Saxton
President, 1981-83

CONTENTS and AUTHORS

Page

Collegial Environment Vitality; An Introduction..... 1
Dr. Richard L. Rinehart, Director of the Center for Community/Junior College Relations, Rochester Institute of Technology

Retrenchment, Morale, Vitality: A Faculty Resources Approach..... 2
The Facutly Resources Committee at Monroe Community College
Judity Byman, College Librarian; Judith Hall, Department of English; David McNitt, Department of Mathematics, Committee Chairperson; George Monagan, Department of Health-Physical Education - Recreational Leadership

Rewards and Classroom Innovations..... 6
Dr. Dennis Callas, SUNY Academic Administrative Fellow and Department of Mathematics, A & T at Delhi

Unexpected Outcomes of the Faculty Advisor Program..... 8
Frances D'Amico, Director of the Office of Academic Advisement; and Roberta Rosenbaum, Department of Business at Queensborough Community College

Faculty Colloquium Series.....11
Barbara Davis, Director of Educational Development, Onondaga Community College

Faculty Development.....12
Dr. Irmgard Karle, Associate Dean of Academic Affairs, Queensborough Community College

Stress Management Through Organizational Development.....15
Dr. Willard Keane, Director of Personnel and Affirmative Action, SUNY Agricultural and Technical College at Delhi

Page

Improving Faculty Abilities to Overcome Student Passivity and Self Defeating Games.....17
Arthur Oblas, Department of General Studies, Onondaga Community College

Professional Development Grant Program.....20
Dr. Mark Peel, Assistant Vice President for Academic Affairs, SUNY Agricultural and Technical College at Delhi

Increased Services to Part Time Faculty.....21
Sally Walters, Librarian, Communitery College of the Finger Lakes

A Summary: Anxiety in the Work Place.....28
Dr. Mark Peel, for the Commission on Instruction of the New York State Association of Two Year Colleges

Announcements of the Competition.....31

COLLEGIAL ENVIRONMENT VITALITY
AN INTRODUCTION

Richard L. Rinehart

The Commission on Instruction of the New York State Association of Two Year Colleges sponsored a competition relating to exemplary practices and procedures that improve the spirit of vitality and morale in two year colleges.

The members of the Commission concluded that: "The times we are in are producing negative affects on higher education and therefore on the quality of instruction. Anxiety among the professoriate and other professionals, the quality of worklife, scarce resources and available time to support creativity, changing roles of faculty, the demands of accountability and regulation, and economic exigencies represent factors, dimensions, or trends of the conditions for which we must be concerned. We think it important that the Commission's activities stress both further definition of these problems on two-year campuses and ways to address them. We also think it important that the Association's activities must necessarily exclude union-management bargaining areas of direct wages and work loads. We believe it would be more constructive to approach it as an examination of the condition of collegiality. Based upon the assumption that numerous institutions are already identifying these negative influences on their campuses and are attempting to address them, we believe the Commission's intent should be to identify exemplary institutional efforts to research and address the human resource needs of those responsible for the quality of instruction in the classrooms. Awards, whether to an individual or an institution, should be used to recognize those efforts which can be considered most innovative, effective, and replicable."

Acting on this position the NYSATYC has decided to solicit statements and/or examples of creative practices that help to overcome problems that limit vitality, and that really facilitate an environment that encourages a sense of excitement in learning.

This issue of Educational Dimensions includes the summary or an abstract of the reports that were accepted for the competition. Each author included additional information which can be obtained directly from them. It should be emphasized that the Commission decided to concentrate upon those methods and procedures that carry a positive effect that is over and above those that are related to extrinsic rewards of salary, collective bargaining, and/or work loads. This was done in recognition that such factors are indeed important, but that they are heavily subject in other factors or approvals. The Commission and this publication aim at creative ideas, innovations, and techniques that are reflective of good collegial environment management.

RETRENCHMENT, MORALE, VITALITY

A FACULTY RESOURCES APPROACH

Judith Byman, Judith Hall
David McNitt, George Monagan

During the mid-1970's Monroe Community College was facing a situation of dramatic shifts in the need for faculty resources due to changing patterns of student enrollment in the various programs of the colleges. Disciplines such as Modern Languages and History were experiencing declining student demand; while Business, Data Processing, and Mathematics showed a sharp increase in demand for course offerings. Program retrenchment in the areas of decline became a reality and plans were made to lay-off faculty in those departments determined to be overstaffed. While all members of the college community deplored this action, it was generally accepted that the college could not afford to fund programs at a level above what student demand justified.

Once the process of retrenchment began, faculty morale declined. Faculty in the affected areas became defensive about their course offerings and work load comparisons were made between departments in order to justify existing practices. Competition for students became a routing part of the advisement and registration procedure. Seniority lists were a topic of vital interest. Funds for growth were limited, so that departments needing additional positions looked on others that appeared overstaffed as impediments to their own growth. In general, there appeared to be an absence of long-range planning at the college and all departments, academic and administrative, scrambled to provide short-term answers to a series of problems.

In the Spring of 1978 the Academic Governance Organization recommended to the administration of Monroe Community College that an office of faculty development be established to deal with the problem of reduction-in-force which was then in progress; specifically to work with individuals targeted for lay-off in order to advise them and help them make plans for possible retraining and placement in other positions. The President of the college declined to either establish such an office or to formally assign the duties of such an office to an existing administrator. Instead, during the 1978-79 academic year the contract administrators, one each from the administration and the faculty union, attempted to informally advise faculty who had been given notice of lay-off.

In the Spring of 1979, one year after its initial recommendation to the administration, the Academic Governance Organization formed, by a faculty resolution, a committee to address problems resulting from the retrenchment of faculty. The

At this time there was no clear path for faculty to follow and efforts to provide help were sporadic and unorganized. The Committee was to work on behalf of those who were to be layed off to determine what options and opportunities were available. The people in danger of being lost represented valuable human resources with a record of many years of dedicated service.

During the first few months of the Committee's existence members talked to a number of people in administration and faculty in an attempt to learn of the resources available to cope with retrenchment and to facilitate future planning for the wise use of human resources. It soon became apparent that long-range planning was a need recognized by all of the people contacted. To begin to meet this need the Faculty Resources Committee organized a one-day workshope early in the Fall of 1979 to which were invited faculty, administrators, trustees, and civil service staff. The purpose of the workshop was to stimulate interest in the need for planning at the college and to consider specific suggestions as to how it might be re-emphasized at that time. Over fifty people attended from the various constituencies and a day of discussion and brainstorming ensued. After the workshop an evaluation and extensive follow-up was done and reports were made available to the entire college community. The Committee continues to pursue some of the ideas that came from the discussions and evidence of their implementation is found in such areas as increased faculty development activities.

During that same Fall the Committee held meetings with four members of the Modern Language Department who that previous summer had received notice from the President that they would be retrenched the following summer unless provision could be made for their reassignment to another position at the college for which they were qualified. Some had already started retraining in other areas such as English and Mathematics. All of them were unsure of a procedure for reassignment and had been trying to arrange this on their own with department chairpersons who also had no idea of how to proceed. The Faculty Resources Committee was aided by the recently negotiated contract which provided in a general way for a procedure which would entail a signed agreement showing a commitment on the part of the individual to undertake specific retraining activities and a commitment on the part of the college to reassign the individual at the time of completion of the necessary requirements. During that year five such retraining agreements were signed.

Altogether the number of signed agreements is now at seven. Two people from the Modern Language partment are still retraining and will be reassigned in the near future, one to Chemistry and one to Mathematics. The other five, all from the departments of Modern Languages and History, Political Science, have already been reassigned to a variety of departments including Criminal Justice, English, Sociology, Business Administration, and Development Studies.

The retrenchment process contains a prior step to the one-year notice of faculty and that is an additional year of notice to a department designating as targeted to receive individual lay-off letters if the current trend of student enrollment in its programs or courses continues to decline, or for other related reasons. At one time or another nine different departments have been put on notice, six as recently as last summer. In each instance the Faculty Resources Committee has met with the chairpersons of those departments to clarify the procedures being implemented by the college, to offer the assistance of the Committee, and to attempt to negate the demoralizing

effect of the designation. Further meetings have been held with administration officials to improve the designation process so that it involves more of a joint planning and cooperative effort and less of a confrontation aspect.

In addition the Committee has from time to time met with junior members of threatened departments, either at an individual's request or because of initial contact by the Committee. The purpose of such a meeting is usually to help individuals to consider plans for retraining. These meetings have included faculty in the departments of English, Fire Protection, and History, Political Science.

Another aspect of the Committee's work includes meeting the challenge of a problem that arises from other sources, but relates to the utilization of faculty and where awareness of new directions in education has the potential to revitalize the work of the faculty. In the Spring of 1979 the Committee publicized the cause of international education at Monroe Community College and its inclusion into various courses and events. The thrust of the publicity was that the benefits of internationalizing our programs could be accomplished with existing faculty and staff already at the college with the addition of a commitment of funds by the trustees for support of the necessary retraining and program development. These funds would continue the work that was begun with a significant contribution from outside grants. The efforts of the Committee are indicated by the report on international education included with this submission.

One segment of the Faculty Resources Committee's work which offers hope for renewed vitality to the faculty is the promotion of crossing over to teach on a temporary basis in another department. Crossover teaching, so called, gives faculty greater variety in their own routine work schedules and provides new blood to the receiving department. Those faculty who are willing to each when needed in other areas where they are qualified offer the college the potential to more easily respond to changing needs. Flexibility and the optimum use of human resources are benefits that the Committee is accomplishing with its efforts in increasing crossover teaching.

Another expected source of enhanced vitality the Committee is pursuing is the implementation of a faculty talent bank. This is an idea that began in the planning conference of 1979, and would provide an organized means of matching skills with college and community needs. The faculty of Monroe Community College are a valuable resource and as they use their talents to inform, advise, plan, organize, as well as teach, the potential exists to enhance, not only the vitality of the individuals or groups they are helping, but also themselves.

The appended statements and documents further demonstrate the progress and success the Faculty Resources Committee has had in helping to resolve the morale and human resource problems the college has faced and continues to face.

Additional Statements and Documents:

Three of 12 Committee Reports to the College Community

Number 1 AN INTRODUCTION TO THE COMMITTEE

Number 3 SUPPORT FOR INTERNATIONAL EDUCATION

Number 8 SEPTEMBER IDEAS -- JUNE REALITIES

Faculty/Staff Talent Resource Survey
(This will be used in implementation of the Talent Bank.)

Memo to the Committee from Dr. Robert McKinney after publication of the first committee report.

Three Statements from members of the Professional Staff of the College Specifically solicited by the Committee for this Competition.

Professor Devadutt previously of the Department of history, Political Science has accomplished retraining and is now assigned to the Department of Sociology, Anthropology

Professor Berger is Chairman of the Department of Business Administration, a department which has received retrained faculty

Dr. Milligan is Vice President, Planning and Development and has worked with the Committee on many occasions

Brochure from the Planning Workshop organized by the Committee

REWARDS AND CLASSROOM INNOVATIONS

Dennis Callas

Considering a concern for faculty vitality and for assisting instructional innovation, the author conducted a literature/research survey to identify the factors necessary for improving the process of instructional strategy selection.

Several institutions have awarded mini-grants to instructors in hopes of encouraging these teachers to develop and adopt innovative classroom projects. Many of these programs are common throughout all levels of education and have generally been rated as effective. Merit pay, sizable raises, and sabbaticals have also been associated with motivating faculty to improve classroom instruction. Low cost extrinsic rewards associated with instructional innovation include teaching load reduction, availability of travel funds for conferences and workshops, promotions, leaves of absences, appointments to key committees, and recognition by colleagues and the administration.

At another level, there are intrinsic rewards faculty seek. Contrary to the contention that change will occur if and only if some external reward and recognition structure is developed in education, studies have shown a willingness on the part of faculty to improve instruction based solely on their own desire to improve instruction. It has been shown that intrinsic rewards frequently relate to non-technical innovations such as contract grading and role-playing, while extrinsic rewards relate significantly to technical innovations such as those techniques related to machine-based technology.

Circumstances which foster innovation are oftentimes developed through staff development programs offered at the faculty's college. The success of a staff development program has been linked to a large extent upon an instructional developer working closely with the college's administration and faculty. Several studies have shown that faculty are more apt to improve the quality of their instruction when working with an instructional developer than working alone.

Still, many faculty members resist staff development and programs to foster instructional innovation, because they believe that such programs are implemented for staff evaluation and to generate a competitiveness among the ranks. Within a climate free of threatening feedback, administrators must therefore praise, recognize, and reward those who develop and implement effective teaching strategies.

The social interaction among faculty members that fosters instructional innovations closely relates to the interaction between an instructional developer and faculty members. Previous studies have shown this type of interaction to be an important factor in the adoption of instructional innovations, although a recent study by Kozma indicated differently. Additional research in this area seems warranted.

Each of these five factors -the reward system, the desire of faculty to make changes, the existence of resources and instructional developers, the encouragement of administrators, and the social interaction among faculty members- contribute to developing a strategy to promote classroom innovation. Research on their relative importance, by observing particular institutions and their faculty, can provide useful guidelines in selecting strategies necessary for the adoption of instructional innovation.

A research study, of the faculty members for the SUNY Agricultural & Technical College at Delhi, was conducted to determine the relative impedance of these factors for this college. The results are of great help in determining specific procedures and actions.

UNEXPECTED OUTCOMES OF THE FACULTY ADVISER PROGRAM AT QUEENSBOROUGH COMMUNITY COLLEGE

Frances C. D'Amico

Roberta S. Rosenbaum

Both faculty and students are affected by various negative influences on the campuses of two year colleges. For example, there is a certain degree of inevitability in the two year college dropout rate because of the non-selective nature of the open door admissions policy. Unfortunately, the certainty that approximately one out of every two students will not complete degree requirements at the community college of initial enrollment has produced muted acceptance and resignation on the part of faculty both in and out of the classroom.

Despite decreased financial resources, many two year colleges must be satisfied with an overabundance of initial enrollees to arrive at an acceptable number of graduates. The institution endures; but what about the students who were given the hope of scholastic success only to find that they and their academic progress are incompatible? And what of the faculty who may view graduates as raw material and education as the transformation of this raw material into finished goods. Perhaps it is wiser and more humane to recognize that students are in need of services that will change them for the better. They are not blobs of undeveloped material but fully functioning organisms whose prior experiences have already had significant formative influences on them. At the college level, unlike the lower levels of schooling, faculty often have no insight into the prior experiences of students. This may lead to a feeling of isolation and misunderstanding for both students and faculty.

The two year college educator has a very difficult task adapting to increased institutional demands and developing to his fullest potential while at the same time rising to the challenge of prescribing academic treatment to a larger underprepared and socially diverse student population.

Given these conditions, many colleges and universities are considering the establishment of a faculty adviser system whose primary function is to retain undergraduate students. Faculty advisement of students is not a new phenomenom in higher education. What is new is the urgency of the situation. In addition, faculty are accustomed to performing one central task in the advisement process; i.e. program planning. With retention of students as the predominant goal of advisement, a faculty adviser system was developed at Queensborough Community College to achieve the following objectives:

1. Create a personalized student-faculty relationship as a means of expressing the institution's concern for the student as an individual;

2. Promote student achievement by monitoring the academic progress of the student;

3. Counsel students who are dropping out for personal reasons and if necessary make appropriate referrals.

In the Spring of 1979, the Academic Senate at Queensborough Community College of the City University of New York mandated the implementation of a Faculty Adviser System. The mandate was one outcome of several recommendations made by the President's Task Force. This group dealt with the problem of retention as part of its overall charge of examining the college's policies, objectives, and long-range goals.

The major thrust of the mandate was an adviser system of volunteer faculty who would be assigned a caseload of students in the Liberal Arts curriculum. Career curricula students were not to be included in the system since it was believed it was not feasible at that time. As in most comprehensive community and junior colleges, there are many part-time faculty teaching in the career programs. In addition, the large number of career students enrolled at the college made it impossible to assign a reasonable number of advisees to volunteer faculty advisers from the career departments.

During the Summer of 1979, the college administration met with faculty union representatives from the college for the purpose of discussing the contractual implications of an adviser system. It was agreed that "volunteer" faculty would be assigned no more than 20 students in their caseload.

The adviser system consisted of 90 volunteer faculty from thirteen departments, including one department which taught students in need of remediation, and one department which consisted of counselors. The auxiliary staff consisted of two part-time secretaries and one faculty member who was released from teaching one class for the purpose of assisting with the advisement program. The financial resources available for the program were equal to zero.

We must admit that the conditions seemed somewhat parsimonious given the importance of the goal of the program. In the first place, the 90 faculty members who volunteered consisted of only one-third of all available faculty. In the second place, there was the problem of launching the system without a sufficient number of support personnel, i.e. secretaries. In the third place, without financial rewards for faculty, what promise did the system hold for persisting, especially when the number of students increased with subsequent semesters?

Nevertheless, the faculty advisers were trained to increase their knowledge of curriculum requirements, college policies and resources, and proper referral procedures. During the training period, which consisted of three sessions, each of a two-hour duration, we became convinced that under the guise of faculty members who were concerned about retention of students and keeping their jobs, there was also true dedication, sincere interest in helping students, and support for the successful operation of the adviser system. In other words, some valuable ancillary outcomes of the system developed: cohesiveness, a sense of meaningful productivity, and an "esprit de corps".

After much planning and organization, materials were prepared for the advisers which facilitated their contacting students and the entire advising process. Cooperation from many persons in the college including top level administrators further demonstrated widespread support for the program. Open lines of communication, in both directions, from faculty advisers to the administrative offices were an essential feature in the system. Specifically, questions were answered immediately, problems were accurately referred to college sources, encouragement was always given, and signs of success began to emerge.

The retention rate for the Liberal Arts students was 85% after one semester. After one year, the retention rate for Liberal Arts students was approximately 65%. Experts tell us that the normal dropout rate for college freshmen is about 50%. Thus, in terms of the norm, the program was a success. Even more important was the degree to which the system achieved the three major objectives of personalizing student-faculty relationships, promoting academic achievement, and counseling students.

At Queensbourgh Community College the policy of academic advisement for currently matriculated Liberal Arts students has not only increased student retention but has resulted in a more vital, involved, and enthusiastic faculty. This policy has helped to reduce faculty disenchantment and increase motivation and job satisfaction. While working closely, semester after semester, with individual students on a one to one basis faculty have broadened their skills and increased their involvement with the entire college community.

The college functions more successfully because of the collaboration and support of the various organizational units and staff members. The socialization of the faculty and the mutual understanding of each other's roles has been a result of this interaction. People interact with colleagues in widely divergent fields and experience the variety of educational objectives of the college. No outside resources are required and the entire college community has benefited from this process.

FACULTY COLLOQUIUM SERIES

Barbara Davis

While "publish or perish" is not the rule at two-year colleges, there are nonetheless faculty teaching at these institutions who pursue traditional academic scholarship. For those instructors who do research, write papers or undertake in creative artistic pursuits one of the traditional collegial pleasures has always been the sharing of results with an interested and congenial group of colleagues. At Onondaga Community College, this tradition is carried on through the Faculty Colloquium Series.

The Faculty Colloquia were initiated three years ago by a group of faculty members and the academic vice president. Colloquia are held six times a year, on the third Wednesday of the month. A room in the library is the setting for the presentation of research results, creative writing, musical performances or, on occasion, panel discussions. A buffet lunch is provided for the faculty attending and for invited student guests. Approximately one half of the two hundred OCC faculty regularly attend the sessions. The talks are formal, but the reading of papers is discouraged. The topics are those of current interest to the faculty presenters. Since the audience is a general one, though knowledgeable, speakers are encouraged to describe both the methods and motivation of their work as well as the results.

The Colloquia are both interesting and inspiring. They not only help OCC faculty relate to the larger academic world of scholarship, but are occasions for truly enjoying good academic fellowship. Question and answer sessions following each talk are lively and informative. Differing perspectives are often put forth by members of diverse disciplines; suggestions for other possible avenues of inquiry are often made; illuminating contrasts are offered. Unlike faculty meetings, at which boredom often alternates with tension or hostility, Colloquia are conducted in an atmosphere of mutual respect and congeniality. Participants are pleased to share with their colleagues the many joys of creative scholarship. Likewise the audience finds it gratifying to learn more about their colleagues' work, about their fields of inquiry and about the nature of scholarship or performance itself.

Often the Colloquia are used to describe work in progress. In these cases, the audience serves a useful purpose as a sounding board, offering constructive advice aimed at helping the presenter reach a still wider audience. "A History of the Black Community in Syracuse" was initially presented as a Colloquium and later became a full-fledged photographic exhibit with catalogue. Parts of the books Word Abuse and A History of American Midwifery were first described by their authors at Faculty Colloquia. At other times, the Colloquia have enabled faculty colleagues from different departments to collaborate in illuminating a topic from several perspectives. Such collaboration was evident in a presentation on "Handel and Hogarth" by members of the Music and Art departments and a panel discussion of "Death and Dying" with members of the biology, sociology, philosophy and nursing departments taking part.

FACULTY DEVELOPMENT

Irmgard F. Karle

Queensborough Community College, as with many other institutions of higher learning, experienced a dramatic growth of students and faculty during the early to mid 1970's. Currently, many institutions nationwide are experiencing a decline of student enrollment and it is anticipated that this trend will continue until at least 1985. Queensborough Community College has been fortunate to be able to continue to attract a sizable number of students within CUNY.

In view of the best projections of enrollments of students, it is unlikely that we will, in the near future, be adding large numbers of faculty to our staff. The size of the staff will remain almost a constant; some may refer to this as a static faculty. Some new staff members will be added from time to time but they will mainly be replacements for faculty on leaves, for faculty who retire or resign. The number of such new faculty appointments during any year is not likely to be very large.

Decreasing enrollments nationwide have also reduced the mobility of faculty; few faculty are able to make changes in their positions as long as they remain in academia. Traditionally, much vitality was infused into faculties by the appointment of new staff members. A review of the anticipated mandatory retirement dates of our current faculty indicates that one-half of our faculty could still be teaching at Queensborough in the year 2000!

While it has always been the responsibility of the faculty to keep up-to-date in their areas of specialization, to remain vibrant, and vital, most of our faculty will be with us for many years and will not be exposed to the infusion of younger faculty.

Queensborough Community College has long recognized the need for Faculty/Staff Development and we have approached it in a two prong strategy. When we had a sizable number of "new" faculty, an intensive program of faculty development had been iniated for this group. The program placed emphasis on acquainting new faculty with our academic policies and procedures and instructional technology. Evaluation of the programs indicated that they did make positive contributions and were very helpful in assisting faculty in making adjustment to our college and to our students. Although these programs were specifically directed toward "new" faculty, they were open to all faculty. On many occasions interested faculty joined in and added to the program. No attempt was made to do this for adjunct faculty.

In 1975-76 retrenchment occurred and no new faculty joined the staff. In 1976-77, there were also relatively few new faculty and the development program was not continued. Since then, while there have been some new staff, we have not continued the program as originally designed for this group.

On the other hand, the need for ongoing faculty development of all faculty was recognized. Numerous workshops have been held with the various departments with regard to academic advising, academic contracts, and academic probation counseling. Over the period of the last few years, outstanding lecturers including Distinguished University Professors have been invited to the campus, sponsored by the Forum Committee of the Office of Academic Affairs. Workshop/seminars have been held in specific areas of interest or in relatively new and important frontiers of technological development. Over these past few years, the programs have not, however, been presented nor viewed as an integral, systematic, essential activity of our college program.

We have a strong, capable, highly qualified faculty. We have a fine college known for the quality of the instruction and the quality of its programs. We must continue to work toward that end by establishing a strong faculty/staff development program with maximum participation of the staff.

The traditional pattern for staff upgrading has included attending lectures, fellowship leaves, summer-study work, travel and participation and attendance at meetings. Monies for travel have diminished and many faculty find it difficult to utilize fellowship leaves at half-pay during this period of inflation. Since some of these avenues usually available are diminishing, an even greater need for a comprehensive staff development program is indicated.

A review of the literature indicates numerous definitions of the term "Professional Development". The ad-hoc committee on Faculty Development has used as a basis of its work, Jerry Gaff's definition - "enhancing the talents, expanding the interests, improving the competence, and otherwise facilitating the professional and personal growth of the faculty members, particularly in their roles as instructors."

Its goal is to make professionals more effective in satisfying their own needs and the needs of their students, their colleges and the society at large.

An ad-hoc committee on Faculty Development was established in the Spring of 1980 and consists of members who volunteered to serve based on their interests in this area. After much discussion and reflection, strategies were developed to assess the needs and interests of the faculty. Members of the committee met with each department and the information elicited in these visits served as the basis for developing the program of 1980-81.

Seminar I: "Understanding Our Diverse Student Population". The Changing Profile of QCC Freshmen the ESL Population at Queensborough, Notes on the Adult Learner.

Seminar II: "The ESL Student in Your Classroom"

Seminar III: "Cognitive Styles: The Diverse Ways That People Think and Learn"

Seminar IV: "The Disabled College Student in the 80's"

Seminar V: "Stress in the Classroom"

The participation in the seminars was on a voluntary basis and the response was good. Faculty have further shown interest in this program by discussing possible future seminars and suggesting possible presenters. The proceedings of the seminars were published and distributed to all faculty.

The 1981-82 Faculty Development Seminars focused on the theme: "Focus on Faculty". The six seminar/workshops presented were:

Seminar I: "Faculty Benefits"

Seminar II: "The Art of Publishing"

Seminar III: "Academic Life in the 80's" - "Burn-Out" Part I

Seminar IV: "Academic Life in the 80's" - "Burn-Out" Part II

Seminar V: "Time Management"

Seminar VI: "Microcomputers"

Increased faculty interest and participation in the Development Program has been evidenced in 1981-82. The Committee is currently in the process of planning for 1982-83.

The Faculty Development Program has operated with no special funding. To date, all seminar leaders have been our own faculty who have volunteered to share their special areas of expertise and/or interest. Limited funds have been made available to the committee for refreshments.

The Faculty Development Committee activities continue with vigor and dedication. The activities reported in this paper represent but one avenue of faculty development at the college; no attempt has been made to include all of the traditional facets of faculty developments or other innovative departmental programs at the college.

[1]Gaff, Jerry G., Toward Faculty Renewal (San Francisco: Jossey-Bass, 1975), pg. 14.

STRESS MANAGEMENT
THROUGH ORGANIZATIONAL DEVELOPMENT

Willard Keane

Statement of the Problem

Increasing demands for accountability, multiplication of Federal and State regulations, and staff reductions have created an atmosphere of stress among top and middle management of the college. As a result, the productivity and creativity of those who must provide critical support to the academic program have diminished. In the early spring of 1981 a combination of these ingredients created a series of problems for management. Increased illness, frustration, tension and flagging enthusiasm were indications of counter-productive stress.

Creating a Solution

An immediate short-term solution was developed with a Stress Management Seminar for management in August 1981. The president, vice presidents, deans and functional directors attended. During this one day workshop sources of stress caused by the work environment were identified. Individuals expressed frustration at constantly changing priorities, unreasonably short time frames, and work loads which were unrealistic given the staff reduction which had occurred during the past three years. The rather surprising revelation of the Stress Management Workshop led to the next step of this program.

At the request of the College's president, the Director of Personnel developed tools to address the frustrations which were expressed in the Stress Management Seminar. Adapting a 120 item questionnaire from, Unblocking Your Organization by Michael Woodcock and Dave Francis, University Associates Press, the director surveyed the twenty managers involved.

At a follow-up meeting in October 1981, the results of this survey were discussed with the managers. The meeting place was moved from the Administration Building to a more remote building on campus in order to provide an informal setting, with lounge chairs formed in a circle. The clear signal to the members was that this was not just another meeting of the staff. The President participated in the meeting as a member without assuming the role of leader. The Director of Personnel served as facilitator for the group.

First, the results of the Blockage Survey were presented and discussed. Four major sources of frustration were identified: Confused Organizational Structures, Inadequate Control, Lack of Teamwork, Unfair Rewards. The group of twenty was then divided into four groups of five, the groups consisting of a cross section of administrative, academic and student affairs personnel. Each group discussed one of the four blockages. The groups were asked to identify specific indications of that blockage in their own work experience and to suggest some solutions.

This informal meeting grew into a monthly event which will continue as long as needed. The format consists of two parts: (1) Within the groups an exercise is performed to help develop team work. The objective is to give individuals an experience of group team work and participation so that they can bring back some of the techniques to their work site. Two examples of the exercises are "Lost at Sea" and "Choosing the New Company Car". They both posed situations where individual priorities need to be meshed with group consensus. (2) One of the major functions presents, in an informal manner, its role within the college, its objectives, its problems in achieving these objectives. Members of the overall group ask questions, raise problems, seek clarification in their understanding of the function.

Results

There are three preliminary results: (1) Identification of blockages within the organization and the underlying sources of stress in the work place. (2) Each member, by working within a small group, is having an experience of team work identified as a major blockage. Within that experience they are learning to relate to others within their work function with a team approach developing group skills. (3) Communication is promoted among groups with the hope it will have a carry over effect on intergroup relations on campus. Therefore, future exercises will address the other blockages. But the single most important result based on feedback from participants is the opportunity for the managers to share ideas personally with others who are facing the same daily deluge of pressure and stress. Participants are excited by this stimulating experience.

IMPROVING FACULTY ABILITIES TO OVERCOME STUDENT PASSIVITY AND SELF DEFEATING 'GAMES'

Arthur S. Oblas

Quite simply, a particular problem is one of student passivity and the instructor's resulting behaviors that serve not only to reinforce the very passivity they find so difficult to penetrate, but also to advance the frustration level and "burnout" of the teacher.

The program described on these pages addresses this problem directly, teaching teachers in a small-group setting, the skills necessary to confront passivity thereby creating a classroom situation in which teaching and learning is more efficient, effective, and fun.

Passivity as defined by Schiff (1975), using a model of transactional analysis (TA), is a process in which one person, in this case the student, seeks to shift responsibility for a problem to another person, in this case the teacher. Since teachers are not generally trained in passivity confrontation, their mostly naive responses serve to promote this unhealthy process. Example:

Student (coming in for "help" with a subject): I don't understand any of this."

Teacher: Typically responds by teaching a good part of the material over again, and may repeat this activity numerous times during a day or week. The teacher will eventually become resentful and angry or depressed at having to "teach the course over and over again to those students."

The passivity confrontation approach teaches teachers strategies to use to direct the responsibility for the problem back to the student. Example:

Student: "I don't understand any of this."

Teacher: "What specifically are you having trouble understanding?"

Student (still trying to maintain the passive position and shift responsibility to the teacher): "I don't understand any of it. I just don't know where to begin. I'm totally lost."

Teacher: "Well, I think there is probably something here that you understand and I'd like you to sit here for a few minutes and let yourself think about this until you find that you can identify what it is you need help with, and then I'll be glad to help you tackle the problem."

While the student is left with the problem and thereby "encouraged" to do some thinking, the teacher can do some paper work, get a cup of coffee, made a phone call or whatever. The student gets the clear message, both directly and indirectly (which is even more effective) that s/he's going to have to make some effort in his/her own behalf, which also serves to make the teaching that finally does occur more effective.

Teachers are also made aware of the self-defeating habits or psychological "games" played in the classroom by both the teacher and the student, and how to interrupt those processes so that effective work can be accomplished. For example, students we work with regularly play the game of STUPID by becoming confused and "dulling out". Teachers are trained to help the student understand what they did to themselves, by backing up and taking the student through the process that led to their confusion. Typically, the student discovers that s/he stopped listening at a certain point when s/he began to lose the substance of the material being covered. Or, the student may discover they started daydreaming, or thinking about work, a girl/boyfriend, etc. This may be an old coping mechanism or just a habit for which there is no clearly obvious positive intent. In any case, the teacher can now help the student devise some ways to stay in the present, which may include altering one;s body position, sitting in different places in the room, or developing a signal that will let the student know when s/he is beginning to "leave" the present.

Teachers may play the game of HARRIED wherein they overload themselves with too many responsibilities like teaching too many courses, taking on too many committee assignments, graduate courses, family duties, etc., and eventually suffering from "burnout". These teachers may also set themselves up to "get behind" in their course presentations so that they have to rush and feel under a lot of pressure to cover all the material they must cover by the end of the semester.

In addition to TA concepts, our training program includes instruction in the use of the principles of psycholinguistics. Using this model, teachers are taught that people make meaning out of their experience by making images or pictures in their minds, by hearing dialogue in their heads, and/or by creating feelings in their bodies. The way people represent their reality to themselves is by using these Representational Systems, and it is critical that teachers know whether any given student (as well as themselves) is primarily visual, auditory, or kinesthectic.

Teachers in our training group report a tremendous decrease in their level of frustration as they learn to shift responsibility back to where it belongs--on the student. After all, what is education if it is not to teach students how to think and solve problems. Teachers are grateful to have concrete tools and strategies to use with their students to help them be better learners. The teachers see and hear their skills being effective, and feel more confident about what they are doing because they have more control over the outcomes in their classrooms.

Our training program also serves as a support group in which teachers get a chance to share their concerns and learn what it is they are doing to create, promote, or allow many of the difficulties they experience in the course of fulfilling their responsibilities.

Faculty at our college have been very receptive to the material presented and the format in which it is presented because they experience that it works for them. They are very willing to share their classroom experiences in the group situation so that everyone learns from everyone else's experience. They come to understand that many of their personal concerns, such as their fears of being an inadequate teacher, are shared by their fellow teachers. This is a tremendously relieving comprehension and serves to lift spirits and motivate teachers to strive--on their own accord--to practice the skills they have learned because they know how directly they benefit as a result.

It is a truly remarkable experience for me to see teachers regain their enthusiasm for teaching and learning, and to develop their personal power as effective professionals. At the same time students too are helped to gain personal control over their behavior and destiny. Everybody wins.

PROFESSIONAL DEVELOPMENT GRANT PROGRAM

Mark Peel

In recent years operating budgets previously supportive of faculty professional development have been diminished greatly by both cutbacks and inflation. Surveys of faculty indicate that support for conference attendance and professional study are highly valued by the profesoriate. Likewise, professional development activities enable faculty to continue their professional growth and improve their contributions to their institution.

In 1980 Delhi College commenced a revised professional development grants program to encourage exemplary professional development projects among the faculty. A prior program had supported only an occasional faculty project which could not be funded through other sources. The new program was specifically designed to supplement support for those activities which were becoming more difficult to support from the operating budgets of the College's instructional divisions. A limited amount of money was set aside in a faculty improvement account to support the grants which would be awarded by the Vice President for Academic Affairs based upon the merit of submitted proposals. Proposals were solicited from faculty with a priority on those which address selected areas of concern in the college--academic computing and energy conservation. Grant awards are announced through the campus media.

To date, over thirty awards have been made under the program. With only a modest expenditure of funds, the program has been recognized by faculty as a significant source of professional support and the college's highest academic priorities have been addressed.

INCREASED SERVICES TO PART TIME FACULTY

Sally Walters

In times of increasing enrollment and decreasing financial support, such as two-year colleges are facing today, there is usually a concurrent increase in the hiring of part-time faculty. The AACJC 1982 Directory indicates that 57% of the instructors in two-year colleges are employed part-time.[1] According to Jack Friedlander of the Center for the Study of Community Colleges, this is a significant increase over the past ten years. In his 1978 study, he reported a 140% increase in the use of part-time faculty from 1971 to 1977, a time period during which the number of full-timers increased only 20%.[2]

Although economic necessity is often a major reason for increased hiring of part-time faculty, the practice is often supported by the premise that it helps to vary the curriculum and increase scheduling flexibility. Part-timers are also felt to provide instruction equal in quality to full-timers, since they usually hold the same academic credentials. In addition, many bring the practical experience of their full-time careers to enhance their teaching.

Such periods of economic uncertainty as the present one are also known to produce an increase in the enrollment of part-time students. The number of Continuing Education enrollees has expanded in recent years at a rate "several times that of the normal population growth."[3] The changing roles of women and the growing acceptance of mid-life career changes, combine with the significantly lighter financial burden of part-time study, to account largely for this increase.

These changes in hiring and enrollment patterns have had a significant effect on the faculty and student population profiles of most two-year colleges. Many schools now find that due to their part-time status, at least half of the faculty and students have very little contact with the institutions at which they are employed or enrolled. The advantages of varied curriculum, flexibility in scheduling and experienced practitioner-teachers, are often outweighed by the negative effect that this limited sense of belonging has on the college's vitality.

Students taking courses almost exclusively in the evenings or at off-campus sites often have little involvement with college activities and, more importantly from an academic point of view, with college services. This is as great a problem for part-time instructors, who may find themselves working at a school year after year with very little sense of identity with the college's mission. Richard Greenwood, Director of Part-Time Studies at Montgomery County Community College in Pennsylvania, illustrates the unhappy reality for many part-time teachers:

> . . . the importance of establishing a sense of belonging to the institution, and the need for basic services requires little ex-

> pansion; however, the extension of such considerations beyond full-time faculty members too often takes a back seat to the mundane administrative details that grow from making sure that 'What's-his-face' has a classlist, a desk copy of the text, and a shove in the direction of the classroom.[4]

Aware of the problems that the "What's-his-face" syndrome poses for the quality of instruction and the vitality of students and faculty alike, the Department of Continuing Education at the Community College of the Finger Lakes in Canandaigua, New York, administered by Dean Alan Thorpe, has made specific efforts to accomplish what Dean Parsons of Hagerstown Junior College calls "the integration of part-time faculty into the fabric of the institution."[5]

Arrangements have been made to have counseling and job advisement centers open in the evenings and staffed with professionals. Secretarial help is provided Monday through Thursday evenings, as well as Saturday mornings and afternoons. The Learning Advancement Center, staffed with professional tutors, is also open until 9 p.m. on weekdays, as is the Student Activities Center. Cafeteria hours extend until 9 p.m. on Monday through Thursday, 3 p.m. on Friday and 1 p.m. on Saturday.

One of the major thrusts of this integration effort has been made through the cooperation of the Department of Continuing Education and the Department of Instructional and Learning Resources, directed by Edwin Rivenburgh. Both departments observed that time and personal budget limitations, coupled with a lack of comfortable familiarity with the school and its personnel, was significantly reducing the number of times part-time faculty and students take advantage of the college's library and audio-visual services, compared to their full-time counterparts. Off-campus instructors particularly found it difficult to utilize these services and were reluctant to require their students to do so, due to the time and distance involved. Friedlander's survey of 1979 documents this observation, finding that part-time faculty require less outside reading from their students and that a much smaller percentage of those faculty members used instructional media than did their full-time colleagues.[6] By strengthening its library and media services to the adjunct faculty, and bringing part-time students into greater contact with Library/A Services personnel, we hoped to begin to eliminate these resource-related differences in teaching practices, and go a long way toward integrating part-time faculty and their students into the instructional design of the school.

Part-time student and faculty statistics at the Community College of the Finger Lakes closely reflect the national trends cited at the beginning of this paper. Since 1975, the part-time faculty has increased 66%, while full-time appointments increased 27% in this same time period. Part-timers currently make up 65% of the teaching faculty, teaching approximately one-third of the courses offered. About 25% of these part-time instructors teach at eight different off-campus locations. Part-time student enrollment has increased 46% since 1975, compared to a 27% increase among full-time enrollees during that time. One-quarter of the part-timers attend off-campus classes. These students average 31 years of age (as opposed to 21 years for the average full-timer) and are often combining their coursework with the responsibilities of work, marriage and family.

It was clear that such an increase in the number of potential patrons of the Department of Instructional and Learning Resources required more than just increased outreach effort on the part of the present staff. It was decided to

create a position of Continuing Education Librarian to help plan and implement an outreach program. When first created three years ago, this professional position was a part-time one itself. It was later raised to a full-time, 10-month appointment as the development of the program resulted in increased demands for library and media services from CE faculty and students, both on and off campus.

This outreach program has been designed to serve two general needs: the augmentation of part-time faculty and student awareness of the services of the Department of Instructional and Learning Resources, and the greater integration of this group, both practically and psychologically, into the college community. To do this, it was decided to focus on the following specific objectives:

1. to increase personal contact between Library/AV staff and adjunct faculty members;

2. to secure the cooperation of local public libraries;

3. to expand bibliographic instruction program to include more Continuing Education classes;

4. to further develop the print and non-print collection in subject areas represented by the Continuing Education course offerings; and,

5. to evaluate the effect of these measures in serving the above mentioned needs.

Our adjunct faculty workshop, held each semester on the Saturday before classes begin, provided a good forum for us to begin work on our first objective. Here the Continuing Education Librarian speaks to all the adjuncts as a group, introducing herself, and the library and media services which she represents, to new members and updating established part-timers on new developments. All new members receive a copy of the CCFL Continuing Education Faculty Handbook of Library and AV Services and those teaching at extension centers receive copies of the brochure Library and AV Services for Off-Campus Students to distribute to members of their classes. Instructors have the opportunity afterwards to meet individually with the CE librarian in order to tour the library and audio-visual equipment, request bibliographies on course topics, and make any other arrangements for the instructional materials needs of the course they teach.

In addition to addressing the adjuncts as a whole at each workshop, it was arranged for the CE librarian to work most evenings of the week, so that she is available at the times when CE faculty are on campus. Consultations can also be arranged at the instructor's home or place of business.

A few weeks into the semester, adjuncts are again contacted, this time through a letter providing a checklist of available library and media services. This reinforces the information given at the workshop and also reaches those who were absent.

In order to increase the resource alternative for all our commuting students, and especially those taking courses off-campus, we focused on our second objective, that of securing the cooperation of area public libraries. We were confirmed in our belief that this could have a significant effect on the quality of

library service afforded off-campus students and faculty through studying several reports on library service for off-campus students.[7] All of these suggested that cooperation between campus and public libraries was a major factor in improving service for this group. We were assisted in this objective by the Wayne and Ontario County Library System Headquarters, which coordinates the activities of the twenty-four public libraries in the two counties served by the Community College of the Finger Lakes. Through this system, we have been able to arrange for the public librarians to hold one of their bi-weekly meetings in the CCFL Library once each year. Through this annual contact, during which we extend the use of our services and facilities to them and their patrons, the librarians have granted us the following cooperative measures:

1. they have allowed their libraries to serve as depots for the delivery of materials to faculty and students living in their communities;

2. they have placed our catalogs of periodical and media holdings in their libraries;

3. they have allowed us to place loans of our books and media materials and equipment in their libraries for the convenience of classes at off-campus locations near them; and,

4. they have permitted us to conduct library orientations at their libraries for off-campus classes.

In order to get needed CCFL materials to faculty and students through their local public library, we required a dependable and inexpensive delivery system that visited each library frequently enough to make the service worthwhile. Since the two-county library system maintained a courier which visited each public library twice a week, we engaged this same courier, for a small fee, to stop by CCFL as well. We can now place materials in the delivery bin and are able to tell patrons and the depot library the exact day on which materials will be delivered. Patrons may return the library materials in the same manner.

Although this service can be used by any faculty member or student, it is particularly useful for those teaching or taking courses off-campus. To help them anticipate CCFL student requests, the libraries are sent a schedule of off-campus courses taught in their areas each semester. These librarians are also requested to advise students to call the CE librarian and ask to have materials delivered, when the local library cannot supply what is needed.

Although we provide such a service, we do encourage students who can, to do their research in an academic library whenever possible. For those who can come to campus, we suggest use of our printed library guides, available for particular subject areas, and the assistance of the reference librarian, to help save them valuable time. This is particularly important for our many adult part-timers, who have family and job responsibilities in addition to their coursework. For those who find that the distance they live from CCFL precludes much research in our campus library, we can often recommend another academic library closer to their home or workplace. These students may also request bibliographies of our holdings on specific research topics, or ask for a literature search in periodical indexes unavailable to them locally. They are also reminded to take advantage of the interlibrary loan service of our own and every public library.

The implementation of our third objective provides one of our most effective outreach services for CE students and faculty. The CE librarian, with the assistance of other librarians on the staff, offers classes in library orientation and advanced reference sources for any CE course. These instruction sessions are held at the CCFL Library or at the public library nearest an off-campus location. Students and faculty learn the locations of materials in the library, useful search strategies, and the use of various reference works and indexes. Most importantly, we feel these patrons learn to recognize the faces of library personnel and to feel comfortable asking for assistance. Talks given at public libraries help to familiarize instructors and students with the public library staff as well. In these talks, students and their instructors are reminded of all the library and media services available to them through our outreach program, and are encouraged to take advantage of them.

The CE librarian solicits the advice and suggestions of the adjunct faculty in achieving our fourth goal, that of collection development specifically for CE courses. This is done by searching the journals for reviews of print and non-print materials relevant to all CE courses. Copies of these reviews are sent to the appropriate adjunct. The instructors are asked to give their purchase suggestions in the case of books, or to preview audio-visual material that they judge to be of possible use in their classroom.

In addition to bibliographies of CCFL books which can be prepared for instructors on any topic, they may also request mediagraphies. These can include CCFL holdings, media available for rental, or both. We encourage adjunct faculty to make use of our film rental service, which can secure films and other media from sources throughout the country. The evening audio-visual technician works in conjunction with the CE librarian to insure that every on-campus instructor has his or her media program completely set up and ready to run at the time a class begins. AV Services personnel also rewind and return programs and equipment after the class is completed.

To guarantee off-campus instructors equivalent access to instructional resources as those on-campus, we have established an audio-visual contact person at each off-campus location. The CE librarian gathers all equipment requests for each extension site and calls them in weekly to each contact. For special equipment requests, such as video, we can provide the instructor with portable equipment to take to the off-campus classroom. Regularly we purchase additional equipment for the sole use of off-campus instructors, to insure that they can make use of any of our instructional resources regardless of their classroom location. We also encourage adjuncts to make use of our media production facilities. Instructors can request everything from transparencies to videotapings, by making arrangements through the CE librarian, and, for major projects, by consulting the media production specialist.

Evaluation of our outreach program has been done subjectively in some areas, and statistically in others. The degree of awareness of available services and the degree of vitality and identification with the college must be judged, at least in some aspect, subjectively, by the reaction of part-timers to the people who deal with them.

The number of phone calls and visits by part-time students and faculty enlisting the services of the CE librarian and other department personnel has increased each semester since the program was begun three years ago. That is to say, we see and hear from many more of these people than we used to. It has been gratifying to note that many faculty have freely expressed their appreciation for these increased services both verbally and in letters to the librarians and administrators. Positive student reaction is most often noted after library orientation classes. Adult students in particular, many of whom have not entered a library

In years, take the time to indicate how much more comfortable they feel in academic surroundings, once their fears of using the library are overcome. Faculty members have often been quick to point out the value of these library use instructions for them as well.

In addition to noting these informal reactions, we have used surveys and questionnaires to evaluate several aspects of our program. Off-campus students have been surveyed to determine how often, if ever, they have used the CCFL library, if they have ever received a library orientation, whether it was at CCFL or a public library, what public library is near their home, etc. Last year's questionnaire indicated that one-third of the 122 students surveyed had a library orientation class. Next year's classes are likely to show a much higher percentage, due to the increase in the number of library user classes held for CE courses, up over 100% from those offered three years ago.

After each library instruction class, students and faculty are asked to evaluate the class as to its usefulness, length, emphasis and clarity. Responses on these questionnaires have been overwhelmingly favorable.

We do not have complete statistics on every aspect of our program, but those we have calculated document a clear increase in faculty and student awareness of our services. In addition to the increase in the number of bibliographic instruction classes for CE course (17 classes in 1978-79; 40 in 1981-82), there has been a significant 142% increase in the number of adjunct film rentals (from 87 in 1978-79; to 211 in 1981-82). This does not include those rented by full-time faculty and used by their part-time colleagues, nor does it include media used at our BOCES sites. The number of equipment set-ups for CE courses has also increased from 188 in Fall 1978 to 445 in Fall 1981, a 136% increase in use of media resources. Although we do not have separate statistics on library use by part-time versus full-time students, we do know by the growing number of items delivered to public libraries that many are utilizing materials who might otherwise make little or no use of the CCFL library. And the number of requests for bibliographies of CCFL holdings by part-time faculty and students, indicate an increased reliance on our resources for instructional and research material.

The greater sense of identity with the college that such service efforts to part-timers engenders has repercussions on the entire college community. The attitudes and allegiances of such a significant portion of the faculty and student body cannot help but affect those of the school as a whole. Although the price of serving this ever-changing population of part-timers is high, ignoring the staffing and service adjustments needed to accommodate this group will cause problems for the vitality of the entire college community.

According to N. Carol Eliason of the American Association of Community and Junior Colleges, "the adult part-time learner will be the largest single growth population in the 1980's."[8] This, coupled with the hiring trends emphasizing part-time instructors cited at the beginning of this report, indicate that the time for implementing service outreach programs is now. The success of our Library/AV Services program with part-timers is generated in large part by the validity of these statistics and projections. To enlist the assistance of Victor Hugo, as our final assertion of the importance of this program, I'll use his well known quote: "An invasion of armies can be resisted, but not an idea whose time has come."

NOTES

[1]American Association of Community and Junior Colleges, 1982 Community, Junior, and Technical College Directory, (Washington, D.C.: American Association of Community and Junior Colleges, 1979): 61.

[2]Jack Friedlander, "Using the Talents of Part-Time Faculty,". ERIC Junior College Resource Review, (1978): 3-6.

[3]John B. Ervin, "A Glorious Future--If!" in Power and Conflict in Continuing Education, (Belmont, California: Wadsworth Publishing Company, 1980): 234.

[4]Richard D. Greenwood, "Making 'What's-His-Face' Feel at Home: Integrating Part-Time Faculty," New Directions for Community Colleges 30, 1980, 8(2): 55.

[5]Michael H. Parsons, "Future Directions: Eight Steps to Parity for Part-Time Faculty," New Directions for Community Colleges 30, 1980, 8(2): 86.

[6]Jack Friedlander, Instructional Practices of Part-Time Faculty in Community Colleges (Bethesda, MD: ERIC Document Reproduction Services, ED 169 971, 1979): 11.

[7]Reports examined include: Fay Byrd, Learning Resources: Off-Campus Services (Bethesda, MD: ERIC Document Reproduction Services, ED 100 448, 1979); Matilda A. Gocek, Library Service for Commuting Students: A Preliminary Study of Four Southeastern New York Counties (Poughkeepsie: Southeastern New York Library Resource Council, 1979); Gerard B. McCabe and Connor D. Tjarks, A Plan for Library Support of Off-Campus Continuing Education Courses (Bethesda, MD: ERIC Document Reproduction Services, ED 176 733, 1979); Miriam K. Margoshes, "Bringing Library Resources Off-Campus," Insight, 1977: 79-83; and, State University of New York, A Study of Collegiate Off-Campus Centers in Westchester County (Albany, NY: State Education Department, revised, 1978).

[8]N. Carol Eliason, "Part-Time Faculty: A National Perspective," New Directions for Community Colleges 30, 1980, 8(2): 9.

ANXIETY IN THE WORK PLACE:
THE CLARION CALL FOR NEW INIATIVES

Mark Peel

There isn't much gemutlickeit in public higher education these days. The Regan Administrations: New Federalism: Promises an ominous future, including plans for large scale support cuts and the elimination of the Department of Education. In his first week on the job, Terrel Bell, the new secretary of that condemned cabinet department, announced his intention to seek cuts in the largest federal programs of student financial aid. Other proposed federal cut backs in programs such as the National Science Foundation, Elementary and Secondary Education, and CETA portend even greater competition for state support which generally has not been able to provide public institutions salary increases or operating funds to offset inflation. In fact, both public and private colleges and universities are struggling with austerity planning considered by many as the onset of decline.

Whether "decline" is an appropriate perception or not, there is considerable anxiety among educators as they prepare to enter a new era of challenge and response. They are being asked to develop and implement plans which reverse the growth trend of the past two decades. Potentially destructive anxiety may result because the challenger is the government, not the student, and the response is mandated reduction, not a new program or innovative teaching method. Government (both federal and state) and higher education seek in their own ways to serve the highest societal need. Unfortunately, they do not always agree on what that need is. The most basic problem is one of economics--to bring support for higher education into line with the public's willingness to support all services of government. The success of government to control state budgets and educators to manage available resources may well depend upon how well the principals cope with the anxiety of change and uncertainty and how well higher education is understood by those orchestrating the change.

Consider this scenario.

Because education is a creative, developmental enterprise, reduced operating budget support due to actual cost, inflation, or both, will force short-term but serious reductions in the accoutrements of education; that is, non-personnel items, such as supplies, equipment, and non-academic support services. This will be followed by adjustments in institutional mission resulting in a series of workforce reductions and program excisions. Reduction in institutional size will be a direct function of available resources. Regardless of enrollment strength, fewer people will be left to operate the comprehensive services of individual institutions.

Responsibility for implementing mandated changes, as well as maintaining a quality institution, falls on senior administrators. Their most difficult task will be in maintaining faculty and staff morale during the most intense period of institutional adjustment. They will have to balance the collegial tradition of consultation with managerial accountability. Indeed, they will have to convince the college community that institutional reorganization, every retrenchment, every economy is necessary.

Their positions will be increasingly characterized by crisis management, which will directly affect their success with each task and their effectiveness as educational leaders. Management conventions--some quite peculiar to education--will no longer enable the solution of problems in a manner least disruptive to the instructional process. Faculty contracts will be terminated before expiration, expendable programs will be eliminated with students currently enrolled in them. Resource constraints will pose "no-win" decisions like the choice between facility maintenance or keeping the library open.

Ernest L. Boyer, former chancellor of the State University of New York and now president of the Carnegie Foundation for the Advancement of Teaching, has expressed the senior administrator's plight in rather stark terms: "Today's academic leaders... frequently are consumed by process, preoccupied with the politics and management of education. These managerial preoccupations are, of course, essential. They will not go away. But this is, at best, the creativity of survival. And if university presidents and research scholars are forced to spend endless hours on logistics, then the prospects for imagining are diminished and the institution is diminished, too." The future will be governed by the creativity of survival. Indeed, it won't be uncommon for college presidents, vice presidents, deans, and department heads to consider the simplfied life of the classroom or the lure of private sector compensation more attractive than the unfulfilling life of college administration.

Lower-level or mid-career administrators will face another kind of career crisis. Most in this group were trained during the golden era of institution-building--the fifties and sixties. The very reasons which may have attracted them to higher education from the earliest points in their careers have largely dissipated with the changing economy and political inclinations of government and the electorate. As professional educators, they will no longer find the same exciting opportunities as in the past to develop their life's work; they will have to settle for the satisfactions of management audits and bureaucratic accountability. Many will add to the brain drain in higher education, choosing careers outside of education.

Anxiety attributable to crisis management will also be seen in the professoriate. A recent study found fewer stress-related symptoms among college teachers than in the general population: faculty, apparently, have reduced the factors most important for job satisfaction to a relatively few basics--professional reading time, adequate salaries, and sabbatical leaves. Anxiety for faculty sill stem from the deterioration of or undertainty over those very factors so important to the quality of work life. What will be the likelihood of improved salaries (at least at the rate of inflation) with the demand for reduction in an enterprise whose total budget is 80 percent personnel? Likewise, will there be budget support for sabbatical leaves? Will there be fewer faculty to teach as well as assist in the admissions process, review and revise programs, serve on the essential college committees, and advise students? What will become of the necessary time to prepare, study, write, and research?

Senior faculty will most certainly compare the times to come with those of the past. They will see academic creature comforts, like secretarial assistance, professional travel support, and telephone service, reduced or virtually eliminated in the sacrifice of non-personnel items. Tenure, the most sacred canon of the profession, will be more subject to the one condition permitted to negate it--fiscal exigency. They will also see a disturbing form of under employment in the academy which will require more faculty assigned to developmental or remedial course work to meet the needs of new, less prepared students.

Junior faculty, like junior administrators, will have to consider the quality of work life which will dominate their chosen career. Academic promotion--the primary incentive systems of academe--will be severely restricted by available budget support, rank distribution quotas, and the absence of job movement in general among faculty. Many young academics will conclude they have trained for a profession whose prospects for providing a decent living have largely disappeared. Moonlighting will become essential and the "brain train" of young technical faculty to private industry will continue.

And so on....

The ultimate challenge facing higher education is to channel the tremendous potential for anxiety into productive efforts to improve the quality of the work place and its product. If this scenario is disconcerting, it is because of the accumulating evidence that it is becoming all too real. It is to this purpose that this issue is dedicated.

Announcing: COLLEGIATE VITALITY COMPETITION

The New York State Association of Two Year Colleges
Is Pleased to Invite Individual, Group, or College
Reports on Exemplary Practices, and Procedures
That Improve the Spirit of Vitality and Morale
Within a Two Year College

THE REPORTS WILL BE PUBLISHED, AND THREE AWARDS OF $200 EACH
will be made to independently selected winners.

The challenge results from the fact that:

1. Current political and economic trends that are resulting in:
   a. Increased enrollments coupled with decreased financial resources
   b. Greater social expectations with limited services support
   c. Growth in institutional size and structure resulting in increased need for bureaucracy and regulation
   d. Increasing emphasis upon collective bargaining and centralization of authority resulting in decreasing prerogatives for individual faculty, staff and middle management,
2. Separate from fundamental human needs (in Maslow terms) of physiological and safety concerns for salaries and work loads; the higher level social, ego, and self actualization needs are affected by processes, procedures, and policies that relate to such needs.

Eligibility and Conditions:

1. The individual sending the submission must be a member of the NYSATYC in 1981/82, or be employed by a college that is an institutional member of the Association. Recognizing that groups within a college may have contributed to the proposed submissions, the individual submitting a winning report, together with the involved college president, will determine how the award is to be paid.
2. All submissions will be included in a published document on collegiate vitality.
3. The submission must include and will be judged upon: a statement of the general problem or basis for the practice; the collegial conditions involved; and either documentary evidence that it succeeds in enhancing vitality, or research evidence that the proposal is likely to enhance vitality. (The submission may describe a practice currently in use, or an idea that can be suggested).
4. Realizing that policies relating to salaries and work loads are subject to other factors, reports directly relating to these topics are not eligible for this competition.
5. The winning individual, or a representative of that college who shares responsibility for the submitted idea, will be part of a panel presentation at the annual conference of the NYSATYC on April 23, 1982.
6. Submissions must be made to Dr. R. L. Rinehart, Chair, Instructional Commission of the NYSATYC (address below), by February 15, 1982.
   For additional information contact your NYSATYC campus representative

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or: Dr. R. L. Rinehart, CCJCR, Rochester Institute of Technology, Rochester, NY 14623
Telephone: (716) 475-2001

TO: New York State Association of Two Year Colleges CC: College President
Campus Representative

FR: Dr. Richard L. Rinehart, Chairman
Commission on Instruction and Executive Board Member, NYSATYC

RE: Competition Awards for Collegial Environment Vitality

The members of a NYSATYC Commission recently concluded that: "The times we are in are producing negative affects on higher education and therefore on the quality of instruction. Anxiety among the professorate and other professionals, the quality of worklife, scarce resources and available time to support creativity, changing roles of faculty, the demands of accountability and regulation, and economic exigencies represent factors, dimensions, or trends of the conditions for which we must be concerned. We think it important that the Commission's activities stress both further definition of these problems on two-year campuses and ways to address them. We also think it important that the Association's activities must necessarily exclude union-management bargaining areas of direct wages and work loads. We believe it would be more constructive to approach it as an examination of the condition of collegiality. Based upon the assumption that numerous institutions are already identifying these negative influences on their campuses and are attempting to address them, we believe the Commission's intent should be to identify exemplary institutional efforts to research and address the human resource needs of those responsible for the quality of instruction in the classrooms. Awards, whether to an individual or an institution, should be used to recognize those efforts which can be considered most innovative, effective, and replicable."

Acting on this position the NYSATYC has decided to:

1. As a competition, solicit statements and/or examples of creative practices that help to overcome problems that limit vitality, and that really facilitate an environment that encourages a sense of excitement in learning.

2. Arrange to publish all submissions.

3. Have an independent group select the three most valid, effective, efficient, and creative statements; to be designated as winners of the competition.

4. Award the sum of $200 each to the winning colleges or individual submittors. Other awards of merit will be granted as deemed appropriate by the selection group.

5. Present and describe the award winning submission at the 1982 Annual Conference of the NYSATYC.

Would you please use this information, and/or the enclosed announcement, to inform your faculty and administration of this competition.

The announcement and/or this memo may be duplicated to inform your college of the opportunity. It is hoped that the general announcement and possibly resultant discussions, will be of benefit to each college, and ultimately of benefit to your students.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

38
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